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ABSTRACT

One thousand eighty-two adults in Oklahoma were contacted for telephone interviews to determine their perceived needs for vocational education. Based on 853 responses, the findings include the following: the two most convenient times adults are available for training is on a weekday in the morning or evening; the major barrier that limits participation in a training program is the lack of child care facilities at training institutions; twenty-three percent of the respondents were interested in leisure time education; the largest type of leisure time education that adults were interested in was for arts and crafts; the proportion of adults interested in skill training or leisure time education decreases as age increases; a larger proportion of females are interested in both skill training and leisure time education than males; a larger proportion of adults working part-time are interested in leisure time education; and the proportion of adults interested in leisure time education increases as the number of years of education increases. (This report includes thirty-seven tables. The interview questions in a flowchart format presenting the sequence in which questions were asked and the interview response sheet are appended.) (EM)

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ADULT NEEDS ASSESSMENT IN OKLAHOMA

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December, 1977

state department of vocational and technical education contract

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Executive Summary

"THE ADULT NEEDS ASSESSMENT IN OKLAHOMA"

--The purpose of the Adult Needs Assessment is to examine the perceived needs of adults in Oklahoma for Vocational and Technical Education. The objectives of the study are to determine:

1. How many adults are interested in some type of skill training.
2. What type of training is desired.
3. Why adults are interested in skill training.
4. When training could be attended.
5. Special barriers to attendance.
6. How many adults are interested in leisure time education.
7. Why adults are interested in leisure time education.
8. What type of leisure time education is desired.
9. The characteristics of the population to be served.
10. What factors influence an adult's interest in skill training.
11. What factors influence an adult's interest in leisure time education.

--The procedure involved defining the target and survey populations, selecting the sample, training the interviewers, collection of data and data analysis.

For this study, the population was all adults in Oklahoma, 18 years or older that are available to a telephone. The telephone directories were used as a listing. A stratified random sample was taken from each county based upon its proportionate population of the state.

The training program for the interviewers consisted of an overview of vocational education and the State Department of Vocational and Technical Education telephone orientation and a field test.

Adults were interviewed over the telephone with the interviewers asking questions in a prescribed sequence. An interview response sheet was filled out for each adult, which contained demographic data and responses to the interview.

Frequency tables were compiled for variables of interest and chi-square values were computed for selected two-way tables to measure the degree of association between the selected variables.

--The sample proved to be representative of the adult population in Oklahoma. The major reason that adults wanted skill training was to prepare for their first job. Adults were interested in training for a wide variety of jobs. The largest demand was for secretarial training, with nurses training being the second largest catagory. The two most convenient times adults are available for training are on a weekday in the morning or evening. The major barrier that limits participation in a training program is the lack of child care facilities at training institutions. Most adults were interested in leisure time education so they could make better use of their leisure time. The most popular type of leisure time education adults were interested in was arts and crafts. The proportion of adults interested in skill training or leisure time education decreases as age increases. A larger proportion of females were interested in skill training or leisure time education. There are 475,544 adults in Oklahoma that want vocational training of some type, and of these 195,463 want skill training.

For more detailed information, contact:
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Special thanks is extended to the members of the Advisory Committee:

Dr. Don Frazier, Associate Professor, School of Occupational and Adult Education, Oklahoma State University
Dr. Wayne Lockwood, School of Occupational and Adult Education, College of Education, Oklahoma State University
Dr. Winona Somervill, Sociology Department, Oklahoma State University
Mr. Leon Hamrick, Manager of the Southwestern Bell Telephone Company, Stillwater, Oklahoma
Mr. Bob Burke, Director, Department of Economics and Community Affairs, Oklahoma City, Oklahoma
Mr. Jim Wilson, Adult Education Coordinator, Indian Meridian Area Vo-Tech School, Stillwater, Oklahoma

We also appreciate the efforts of those who assisted in the training program:

Dr. Bill Stevenson, Associate Professor, Head, Department of Research, Dissemination and Evaluation, School of Occupational and Adult Education, College of Education, Oklahoma State University
Bill White, Assistant State Coordinator for Manpower Training, Oklahoma State Department of Vocational and Technical Education
Arch B. Alexander, Deputy Director, Oklahoma State Department of Vocational and Technical Education
Byrle Killian, Assistant Director, Educational Services and Special Programs, Oklahoma State Department of Vocational and Technical Education
Mrs. Alnoma Dinger, Southwestern Bell Telephone Company, Stillwater, Oklahoma

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BACKGROUND INFORMATION

In vocational education, the effectiveness and quality of the training provided must constantly be examined in order to maintain consistent standards and to meet these standards. In addition, the types of programs needed to fulfill the demands of industry for trained workers must be monitored constantly. Traditionally, the heaviest emphasis has been placed on providing vocational education for secondary students. However, more and more emphasis has recently been placed on providing additional education for adults. Oklahoma does provide job skill training for adults, both preparatory and supplemental, but to be effective in providing and administering this education, we must ask ourselves certain questions, e.g., (1) Are we providing the types of training that are needed and/or desired by adults in Oklahoma? (2) What are the demands of industry for trained workers? (3) What are the types of training programs which can be provided legally by particular funding agencies? (4) What training programs can be provided more effectively from vocational education than from alternative sources? (5) What is the quality of the training program which can be offered? (6) How accessible is the training program in terms of providing equal opportunity? and (7) Is the training program efficient? The Adult Needs Assessment study was developed to assist us in obtaining an answer to question (1) given above. The results of the study will be used as a basis for planning decisions concerning adult vocational education in Oklahoma.

Purpose and Objectives of the Study

The purpose of this study was to provide answers to the following questions concerning the perceived needs of adults in Oklahoma for vocational education:

1. How many adults are interested in some type of job training?
2. Why is training needed (e.g., to prepare for first job or update present skills)?
3. What type of training is desired?
4. When could training be attended?
5. What are special barriers to attendance?
6. How many adults are interested in attending vocational and technical education classes?
7. Why are adults interested in attending classes (e.g., better use of leisure time, to save money or general self-improvement)?
8. What type of classes are adults interested in attending?
9. What are the characteristics of the population to be served (e.g., age, employment status)?

The objective of the study was to contact a representative sample of the adult population in Oklahoma in order to gather data to provide answers to these questions. The results of the study will then be used in deciding what type of job training services are needed and how these services are to be offered.

This information is important since different vocational programs are needed for individuals who desire different types of job training for various reasons. For example, a vocational program to prepare individuals for a first job as a practical nurse is different from a program to prepare individuals for advancement in the nursing field. The number of adults who are interested in a particular type of training can be used to establish priority for high-demand programs relative to low-demand programs.

To determine how job training services are to be offered requires information about when training could be attended, what are special barriers to attendance and what are the characteristics of the population to be served. Responses to when training can be attended (e.g., weekdays, weekends, mornings, afternoon, evenings) determines when programs should be scheduled to be widely accessible. Knowledge of special barriers that limit participation in training programs is useful in deciding how or under what conditions services will be offered. Barriers may include a lack of child care and transportation services, insufficient resources to pay tuition, or inadequate knowledge of what programs are available. These barriers may imply the need for services beyond job training such as child care, transportation facilities, financial assistance and counseling and guidance services. Without these additional services, the programs are not accessible to some people for reasons beyond their own control.

The remainder of this report is divided into the following sections:

(1) Population definition and selection of the sample
(2) Training the interviewers
(3) Pilot study
(4) Collection of data
(5) Data analysis

Population Definition and Selection of the Sample

Population

The target population was defined to be all adults in Oklahoma, eighteen years or older. By defining the population in this manner, it was possible to compare characteristics of those adults included in the sample with 1970 census data for adults in Oklahoma. Results from this comparison would determine if the sample is representative of the population.

The survey population included all adults with a telephone available from the published directories in Oklahoma. Since the sample is actually drawn from the survey population inferences can safely be made from the sample to the survey population. But inferences from the sample to the target population are limited by the unknown effects of that portion of the target population made up of those who either have no telephone or have an unlisted number. These unknown effects are diminished if the characteristics of the survey population are not significantly different from the characteristics of the target population.

Selecting the Sample

The sampling procedure consisted of a stratified random sample of adults in Oklahoma, with counties as a basis for the different strata and using proportional allocation. Before the sample was selected, the necessary sample size was computed to be 1068 individuals. To select the sample, the following multistage technique was used:

1) Determine the proportion of the population that resides in each county by using census data.
2) Determine the proportion of the total sample size to sample from each county.
3) Determine, for each county, the telephone central offices that are within that county and the number of listings for each central office.
4) Determine the number to sample from each telephone central office within the county.
5) Randomly select the required amount of telephone numbers for each central office from the phone book in which they are listed. (Instructions for selecting phone numbers are in Appendix A)

Training the Interviewers

The training program for the interviewers consisted of an overview of vocational education and the State Department, telephone orientation, and a field test. The overview consisted of discussion given by Mr. Arch Alexander, Mr. Byrle Killian, Mr. Bill White, and Dr. Bill Stevenson. The purpose of the overview was to provide the interviewers with the necessary background information they would need to answer questions about vocational education.

The telephone orientation was supervised by Mrs. Alnoma Dinger from Southwestern Bell Telephone Company. She explained correct telephone manners, efficient procedures and supervised practice calls the interviewers made.

Pilot Study

A pilot study was conducted during June 30-July 1. The purpose of the pilot study was to test the survey instrument, office procedures and the survey method. A sample of one hundred households was randomly selected from the Stillwater phone book to participate in the test. After completion of the pilot study, the survey instrument and office procedures were found to be acceptable. But the survey method, which was to contact all adults in households, was found unacceptable. Many more females were contacted than males, we were not getting a full household response because some members refused to respond or were hard to reach, and some people responded to the questions but indicated their spouses would respond in exactly the same way. All of these factors would result in a sample that isn't representative of the population.

These problems were presented to an advisory committee meeting to determine if the survey method should be abridged. It was decided to contact just one individual per household and control the male-female count to a fifty-fifty ratio. The interviewers work schedules were also changed to include evening work hours.

Collection of Data

The data was collected by calling adults, following the flowchart which presented the sequence to ask questions and filling out the interview response sheet (See Appendix B for flowchart and response sheet). Calls were made during 11 a.m. to 7 p.m. on Monday thru Friday from July 6-August 1, 1977. Only one response was obtained from each household with the restriction that an equal number of males and females were to be interviewed.

An instruction sheet was prepared which outlined the data card format and presented guidelines for coding the responses numerically. The following data were coded:

1. Age
2. Sex
3. Working full or part-time
4. Present occupation
5. Length of time at present job
6. Looking for another job and if so, how long and what agencies are helping
7. Looking for a full-time job or one that has longer working hours
8. Description of status if not working or looking for work
9. Is additional training desired
10. Reason additional training is desired
11. Type of job for which training is desired
12. Best day training could be attended
13. Best time training could be attended
14. Problems that prevent attendance at a training program
15. Is additional education desired
16. Type of programs interested in
17. Reason for interest in a program
18. Years of formal education
19. Size of town living in or closest to
20. County residing in

The coded data were analyzed by using the Statistical Analysis System, i.e., SAS765. Frequency tables were presented for all variables of interest and Chi-square values were computed to determine the association between certain variables.

The purpose of the demographic data collected was to ascertain how representative the sample was of the population. Any differences that appear between the composition of the sample and the composition of the population will aid in analyzing and interpreting the data.

During the telephone interview, adults respondents were were asked if they would like information about adult vocational education in their area. Ninety seven adults, or eleven percent of all adult respondents, requested this information. The information sent is presented in Appendix C.

DATA ANALYSIS

Comparison of Sample Characteristics with Census Data

The age distribution of all respondents is presented in Table IA and Table IB. Also presented in these tables is the age distribution of the population of Oklahoma, which was obtained from the 1970 census of the population, General Social and Economic Characteristics for Oklahoma. A comparison of the two age distributions, presented in Table IA, reveals only slight differences and is acceptable as an adequate sample. Adults in the different age groups for ages 20-44 and 65-74 are slightly over represented. A further reduction of the data, Table IB, into only three categories reveals that adults 18-20 and 65 or more are slightly under represented and adults between the ages 21-64 are slightly over represented.

TABLE IA

Age of Respondents

Age Group	Number in Sample	Percent of Total Reporting Age	Number in Population[1]	Percent of Total Population in Oklahoma, 18 years & Older
18-19	26	3.092	92,120	5.36
20-24	125	14.863	204,123	11.876
25-29	104	12.366	162,580	9.459
30-34	99	11.772	140,781	8.191
35-39	76	9.037	139,220	8.1
40-44	70	8.323	142,740	8.305
45-49	51	6.064	146,510	8.524
50-54	46	5.47	135,149	7.863
55-59	54	6.421	132,390	7.702
60-64	52	6.183	122,831	7.146
65-69	56	6.659	103,278	6.009
70-74	45	5.351	79,022	4.597
75 or more	37	4.4	118,068	6.869
Didn't say	12	-----	------	-----
Total Reported	841	100.00	1,718,812	100.00

[1]From 1970 Census of Population

TABLE IB
Age of Respondents

Age Group	Number in Sample	Percent of Total Reporting Age	Number in Population[1]	Percent of Total Population in Oklahoma, 18 years & Older
18-20	38	4.518	135,980	7.911
21-64	665	79.073	1,282,464	74.614
65 or more	138	16.409	300,368	17.475
Didn't say	12	-----	------	-----
Total Reported	841	100.00	1,718,812	100.00

[1]From 1970 Census of Population

The data in Table IIA provides a summary of the number of males and females contacted, the number that responded and the number of each sex in the population of Oklahoma. A comparison of the proportion of each sex included in the sample and the proportion of each sex in the population revealed no significant differences between them. But this was to be expected since sex was a control variable for the sample. An interesting difference between males and females is illustrated by the data in Table IIB. This is a Chi-square test to measure the degree of association between a person's sex and his/her willingness to respond to the interview. The calculated Chi-square value, with one degree of freedom, is significant at the .0001 level. This indicates a very strong relationship between a person's sex and his/her willingness to respond. This relationship is evident since there are a lot more females responding to the interview, than we would expect to see, if it was true that a person's willingness to respond wasn't influenced by his/her sex.

TABLE IIA

Sex of Respondents and Nonrespondents

Sex	Number Contacted	Percent of Total Contacted	Number Who Responded	Percent of Total Reporting Sex	Number in Population[1]	Percent in Population
Male	529	49.301	386	45.252	816,094	47.48
Female	544	50.699	467	54.748	902,718	52.52
Not Reported	9	----	---	------	------	-----
Total	1,082	100.00	853	100.00	1,718,812	100.00

[1]From 1970 Census of Population, for age 18 and older

$X^2(1)=1.698$ w/df=1, p=.193

There is no significant difference between the proportion of males and females in the sample and the proportion of males and females in the population.

TABLE IIB

Responded

Cell Description

Observed number (Percentage of row total)

Expected Number

Responded

Sex	Yes	No	Total
Male	386 (73%) 420.5	143 (27%) 108.5	529
Female	467 (86%) 432.5	77 (14%) 111.5	544
Total	853	220	1,073

$X^2(1)=26.50$ w/df=1, p=.0001

The interpretation of this table is that five hundred twenty-nine males and five hundred forty-four females were contacted and asked to respond to the survey. We "observe" that three hundred eighty-six males (seventy-three percent of all males contacted) and four hundred sixty-seven females (eighty-six percent of all females contacted) responded to the survey. The data indicate we would "expect" four hundred twenty males and four hundred thirty-three females to respond to the survey.

A Chi-square value was computed to find the probability that the observed numbers occurred by chance. The probability of observing a larger value of Chi-square than the one computed is less than .0001. Therefore, there is some association between a person's sex and his/her willingness to respond.

A summary of the employment status of respondents is persented in Table IIIA. The three largest categories are working full-time, retired, and housewife, with forty-five percent, twenty percent and fifteen percent of the respondents, respectively. Table IIIB is a list of job titles that were represented in the sample for adults working full-time and part-time. Included in the sample were adults with a wide range of occupations. Table IIIC is a summary of occupational groupings of adult respondents and the number of adults in Oklahoma in each group. The occupational group, operation-except transportation, was under represented in the sample, whereas professional, technical and kindred workers were slightly over represented in the sample. There were only slight differences between sample and population proportions for the remaining occupational groupings. Table IIID provides a summary of the thirty-five adults who are (1) working at present and looking for another job or (2) not working and looking for work. The number of adults in each category is twenty-one and fourteen, respectively.

TABLE IIIA

Employment Status of Respondents

Employment Status	Number in Sample	Percent of Total	Number in Population[1]	Percent in Population
Working	435	51.237	1,003,904	55.233
Full-time	385	45.348		
Part-time	50	5.889		
Not Working	414	48.763	813,687	44.767
Looking for work	14	1.649		
School	46	5.418		
Retired	125	14.723		
Housewife	172	20.259		
Disabled	27	3.180		
Retired and disabled	10	1.178		
Retired and a housewife	9	1.060		
Housewife and going to school	2	.236		
Housewife and disabled	2	.236		
Other	7	.824		
Total	849	100.00	1,817,591	100.00

[1]From 1970 Census of Population, For age 16 and older.

TABLE IIIB

Summary of Specific Occupations of Adult Respondents

Professional, Technical and Kindred Worker

(Job Title)	(Number in Sample)
Accountant	4
Architect Assistant	1
Artist	1
Athletic Coach	1
Chemist	2
Children's Author	1
Clergymen or Priest	1
College Dean	1
College Professor	2
Computer Programmer	1
Computer Systems Analysist	4
Counselor or Social Worker	1
Dentist	1
Electrician	3
Electronic Engineer	2
Embalmer	1
Engineer	6
Flight Instructor or Pilot	2
Lawyer	2
Meteorologist	1
Musicians	1
Personnel Consultant	1
Reporter	1
Soil Scientist	1
Teacher	32
Veterinarians	1

Manager and Administrators Except Farm

(Job Title)	(Number in Sample)
Administrative Assistant	1
Manager (all types)	38
Sales Manager	1
School Superintendent	1

Service Workers, Except Private Households

(Job Title)	(Number in Sample)
Child Care	1
Cook	6
Cosmotologist	2
Custodian	5
Dental Assistant	2
Driver's License Examiner	1
Food Service Workers	10
Housekeeper	1
Lifeguard	4
Maid	1
Night Watchman	1
Nurse	7
Nurse's Aide	4
Police Officer	3
Psychiatric Aide	1
Security Guard	1
Security Officer	1

Craftsmen and Kindred Workers

(Job Title)	(Number in Sample)
Aircraft Mechanic	1
Auto Body Repair	1
Automobile Mechanic	15
Carpenter	5
Carpenter's Apprentices	1
Diesel Mechanic	3
Interior Decorator	1
Diesel Mechanic	3
Machinist	3
Optician	3
Painter	1
Plumber	1
Printer	1
Repairman	12
Stone Mason	1
Structual Metal Worker	5
Telephone Lineman	3
Typesetter	1
Upholsterer	2

Clerical and Kindred Workers

(Job Title)	(Number in Sample)
Bank Cashier	4
Bank Teller	1
Bookkeeper	7
Calculating Machine Operator	1
Cashier, Checker	4
Clerk	10
Court Clerk	1
Inspector, N.E.C.	3
Insurance Adjuster	1
Key Punch Operator	2
Medical Secretary	1
Receptionist	2
Secretary	17
Shipping Clerk	3
Stock Clerk	6
Teacher's Aide	1
Telephone Operator	2
Typist	1
Vehicle Dispatcher	1

Operatives, Except Transport

(Job Title)	(Number in Sample)
Assembler	3
Gas Station Attendant	2
Mixing Machine Operator	1
Oil Pumper	1
Rotary Drill Operator	1
Seamstress	2
Welder	2

Sales Worker

(Job Title)	(Number in Sample)
Automobile Salesman	11
Insurance Agent or Salesman	2
Real Estate Salesman	1
Retail Sales Clerk	6
Sales Representative, Wholesale Trade	13
Stock Broker	1

Transport Equipment Operatives

(Job Title)	(Number in Sample)
Bus Driver	2
Deliveryman	1
Heavy Equipment Operator	5
Railroad Brakeman	2
Railroad Switchman	1
Truck Driver	8

Laborers, Except Farm

(Job Title)	(Number in Sample)
Construction Laborer	4
Laborer	15
Treator	1

Farmers and Farm Managers

(Job Title)	(Number in Sample)
Farmer	11
Rancher	5
Armed Services	6

TABLE IIIC

Summary of Occupational Groupings of Adult Respondents

Occupation	Number in Sample	Percent	Number in Population[1]	Percent
Professional, Technical and Kindred Workers	75	18.892	130,630	14.511
Managers and Administrators, Except Farm	41	10.327	89,037	9.891
Sales Workers	34	8.564	66,610	7.399
Clerical and Kindred Workers	68	17.128	157,861	17.536
Craftsmen and Kindred Workers	61	15.365	131,900	14.652
Operatives, Except Transportation	12	3.023	100,500	11.164
Transportation Equipment Operatives	19	4.786	37,290	4.142
Laborers, Except Farm	20	5.038	38,713	4.300
Farmers and Farm Managers	16	4.030	30,383	3.375
Service Workers, Except Private Household	51	12.846	117,296	13.030
Total	397	100.00	900,220	100.00

[1]From 1970 Census of Population, For age 16 and older

TABLE IIID

Summary of Adults Looking for Another Job or Looking for Work

Category	Number	Percent
Working Full-time and looking for another full time job	18	51.429
Not working but looking for a full-time job	13	37.143
Working part-time and looking for a full-time job	2	5.714
Not working but looking for a part-time job	1	2.857
Working part-time and looking for a job with longer working hours	1	2.857
Total	35	100.00

The education level of adult respondents is summarized in Table IVA and Table IVB. Table IVA provides a summary of all respondents. Ninety percent, or seven hundred sixty-one, of all adults reporting their education level have completed at least one year of high school. Table IVB is a summary of years of school completed for adult respondents that were twenty-five years old and over. An analysis of this type allows a comparison of sample data with population data. A comparison reveals significant differences in all categories presented, with the largest difference occurring among those adults who have completed thirteen through sixteen years of school. There are twice as many adults in this category as we would expect to see.

TABLE IVA

Years of Education of Adult Respondents

Number of Years	Number in Sample	Percent
8 years or less	80	9.513
9-12	390	46.373
13-16	304	36.147
17 or more	67	7.967
Total	841	100.00

TABLE IVB

Summary of Years of School Completed for Adults 25 Years Old and Over

Number of School Years Completed	Number in Sample	Percent	Number in Population[1]	Percent
0-4	10	1.431	79,531	5.591
5-8	70	10.014	340,047	23.904
9-12	312	44.635	695,736	48.907
13-16	243	34.764	246,603	17.335
17 or more	64	9.156	60,652	4.263
Total	699	100.00	1,422,569	100.00

[1]From 1970 Census of Population, for age 25 and over

Adult respondents were also asked to report the size of town they live in or closest to. This data is summarized in Table V.

TABLE V

Town Sizes of Adult Respondents

Town Size	Number in Sample	Percent
Less than 2500	178	22.762
2,500-9,999	132	16.880
10,000-49,999	195	24.936
More than 50,000	277	35.422
Total	782	100.00

Questionnaire Results

Two methods will be used to determine the percentage of adults in Oklahoma that are interested in job or employment related training, which will be referred to as skill training in the remainder of this report. One method is to ignore nonrespondents and compute the percentage of respondents who are interested in skill training. The other method is to make the assumption that all adults not responding to the interview are not interested in any type of skill training. The percentage of all adults contacted who are interested in skill training is then computed. The major difference between the two methods is that the second method provides a more conservative estimate than the first method.

Out of the eight hundred fifty-three adults who responded to the interview, ninety-seven, or eleven percent, were interested in skill training. If we make the assumption that the two hundred twenty-nine nonrespondents are not interested in any type of skill training, then ninety-seven out of one thousand eighty-two adults, or nine percent, are interested in skill training.

TABLE VIA

Summary of Adult Respondents Interested in Skill Training

Interested in Skill Training?	Number in Sample	Percent	Population Estimate
Yes	97	11.372	195,463
No	756	88.628	1,523,349
Total	853	100.00	1,718,812

TABLE VIB

Summary of Adults Interested in Skill Training[1]

Interested in Skill Training?	Number in Sample	Percent	Population Estimate
Yes	97	8.965	154,091
No	985	91.035	1,564,721
Total	1,082	100.00	1,718,812

[1]These figures are based on the assumption that all adults not responding to the telephone interview did not want any type of additional job training.

Adults expressing an interest in skill training desired training for specific jobs that ranged widely. The largest demand for a specific area of job training was secretarial training, with eighteen adults indicating an interest in this area. The second largest category was for training to be a nurse (level of training not designated), with eight adults desiring this type of training.

A population estimate was made by multiplying the proportion of adults interested in a specific job, based on the total number of adults contacted, by the number of adults in Oklahoma.

TABLE VII A

Summary of Specific Job or Job Training Areas Adults are Interested In[1]

Job	Number in Sample	Population Estimate
Secretary	18	28,594
Nurse	8	12,708
Business	5	7,943
Carpenter	4	6,354
Accountant	4	6,354
Bookkeeper	3	4,766
Child Care	3	4,766
Cosmetologist	3	4,766
Auto Mechanic	3	4,766
Dental Assistant	3	4,766
Electrician	3	4,766
Lab Technician	3	4,766
Computer Systems Analyst	2	3,177
Interior Decorator	2	3,177
Welder	2	3,177
Sales Clerk	2	3,177
Office Clerk	2	3,177
Small Engine Repair	1	1,589
Refrigeration	1	1,589
Counselor	1	1,589
Salesman	1	1,589
Inspector	1	1,589
Drafter	1	1,589
Licensed Practical Nurse	1	1,589
Diesel Mechanic	1	1,589
Bank Cashier	1	1,589
Food Service Worker	1	1,589
Guard	1	1,589
Engineer	1	1,589
Musician	1	1,589
Real Estate Salesman	1	1,589
Electronic Technician	1	1,589
Psychiatric Aide	1	1,589
Actor	1	1,589
Police Dispatcher	1	1,589
Animal Science	1	1,589
Chiropractor	1	1,589
Electrical	1	1,589
Marketing	1	1,589
Children's Author	1	1,589
Legal Secretary	1	1,589
Nurse's Aide	1	1,589
Therapist	1	1,589
Lifeguard	1	1,589

[1]More than one response was accepted

The specific jobs adults were interested in training for were collapsed into the following categories, using the system developed for the 1970 census. A population estimate was then made by multiplying the proportion of adults in each category, based on the total number of adults contacted, by the number of adults in Oklahoma.

TABLE VII B

Summary of Job Groups Adults are Interested In

Job Group	Number in Sample	Population Estimate
Professional, Technical and Kindred Workers	16	25,417
Sales Workers	4	6,354
Clerical and Kindred Workers	32	50,834
Craftsmen and Kindred Workers	20	31,771
Service Workers, Except Private Household	23	36,537
Operatives, Except Transport	2	3,177

There were four main reasons why adults were interested in skill training. These were (1) prepare for first job, (2) prepare for an unrelated job, (3) prepare for promotion or advancement or (4) prepare to do better or keep present job. Twenty-eight adults were interested in job training so they could prepare for their first job. These twenty-eight adults were comprised of twenty-five females and three males, fifteen were housewives, two were going to school and four did not say what they were doing. Eleven adults were interested in preparing for an unrelated job, ten adults wanted to prepare for promotion or advancement, and eight adults felt skill training would help them do better or keep their present job.

TABLE VIII

Reasons for Wanting Skill Training

Reason	Number in Sample	Percent of Total Adults Giving a Reason
Prepare for first job	28	42.424
Prepare for unrelated job	11	16.667
Prepare for promotion or advancement	10	15.152
Prepare to do better or keep present job	8	12.121
Other	9	13.636
Didn't say	31	-----
Total	97	100.00

Table IX provides a summary of adults who are looking for another job or looking for work and the number in each category who are interested in skill training. Of the thirty-five adults included in the table, eighteen of them, or fifty-one percent, were interested in job training.

TABLE IX

Summary of Adults Looking for Other Work

Or Looking for Work and Interested in Skill Training

Category	Number In Category	Number In Category Interested In Job Training	Percent In Category Interested In Job Training
Working full-time and looking for another full-time job	18	9	50.0
Not working but looking for a full-time job	13	7	53.846
Working part-time and looking for a full-time job	2	1	50.0
Not working but looking for a part-time job	1	1	100.0
Working part-time and looking for a job with longer working hours	1	0	0
Total	35	18	51.429

The most convenient days and time that adults are available for training is on a weekday in the morning or evening. Twenty-two adults indicated the most convenient time period is on a weekday in the evening and seventeen adults indicated that a weekday morning was the most convenient time.

The major barrier that limits participation in a training program is the lack of child care facilities at training institutions. The reported population estimates in Table XI, are based on the proportion of adult respondents that indicated a barrier to attendance.

TABLE X

Summary Table for Best Day and Time to Attend

Job Training Sessions

Best Day	Number in Sample	Percent	Best Time	Number in Sample	Percent
Weekdays	45	76.272	Morning	20	33.898
Weekends	7	11.864	Afternoon	6	10.169
Both	7	11.864	Evening	29	49.153
Total	59	100.00	Anytime	4	6.780
			Total	59	

TABLE XI

Problems That Prevent Attendance at Skill Training Sessions

Problem	Number in Sample	Population Estimate
Program not available in local area	1	2,015
Cost of attending too high	1	2,015
Present job doesn't allow time	1	2,015
No child care facilities available	6	12,090
No transportation	1	2,015
Other	1	2,015

A little over one out of every five respondents was interested in leisure time education, i.e., one hundred ninety-two, or twenty-three percent, of all adults responding to the interview were interested. If we make the assumption that the two hundred twenty-nine nonrespondents are not interested in any type of leisure time education, then one hundred ninety-two out of one thousand eighty-two adults contacted, or eighteen percent, were interested in leisure time education.

TABLE XII

Summary of Adult Respondents Interested In

Leisure Time Education

Interested in Leisure Time Education?	Number in Sample	Percent	Population Estimate
Yes	192	22.509	386,887
No	661	77.491	1,331,925
Total	853	100.00	1,718,812

TABLE XIII

Summary of Adults Interested in Leisure Time Education[1]

Interested in Leisure Time Education?	Number in Sample	Percent	Population Estimate
Yes	192	17.745	305,003
No	890	82.255	1,413,809
Total	1,082	100.00	1,718,812

[1]These figures are based on the assumption that all adults not responding to the telephone interview did not want any type of additional education.

Eighty-eight adults were interested in leisure time education so they could make better use of their leisure time. Sixteen adults wanted to save money by doing things themselves, and forty adults were interested in general self-improvement.

TABLE XIV

Reasons for Wanting Leisure Time Education

Reason	Number in Sample	Percent
Better use of leisure time	88	59.060
Save money by doing myself	16	10.738
General self-improvement	40	26.846
Other	5	3.356
Total	149	100.00

The largest type of leisure time education adults were interested in was for arts and crafts, (examples are macrame, art, leather tooling, photography and oil painting). The next two largest categories, with twenty-nine adults in each category, were home skills (examples are cooking, sewing, knitting and canning) and technical subjects (examples are carpentry, electricity and welding). Examples of subjects represented in the "other" category include real estate, gardening, upholstery, safety skills and aviation. Basic skills and technical subjects were included in this table because adults indicated they were interested in these subjects so they could make better use of their leisure time, save money by doing things themselves or for general self-improvement. For example, a person might be interested in taking a carpentry course so that he can make things or do his own home repairs in his leisure time and is not interested in taking the course for the purpose of obtaining employment as a carpenter. Therefore, this person is interested in leisure time education.

TABLE XV

Summary of Types of Leisure Time Education Desired by Adults[1]

Type	Number in Sample	Percent	Population Estimate
Basic Skills	2	.966	3,177
Arts and Crafts	68	32.850	108,021
Music	22	10.628	34,948
Recreation	14	6.763	22,240
Home Skills	29	14.010	46,068
Liberal	6	2.899	9,531
Technical	29	14.010	46,068
Other (examples: real estate, gardening, upholstery)	37	17.874	58,776
Total	207	100.00	328,829

[1]Multiple responses were accepted

Table XVI provides a summary of the total number of adults that are interested in participating in a vocational or technical education program. There were two hundred thirty-six adults who indicated they were interested in some type of vocational training. This is twenty-eight percent of adults responding to the interview or twenty-two percent of all adults contacted. The difference between this total and the sum of adults who are interested in vocational job training and those who are interested in classes for hobbies or personal interests is a direct result of fifty-three adults indicating an interest in both categories.

TABLE XVI A

Summary of Adult Respondents

Interested in Skill Training and/or Leisure Time Education

Interested in Skill Training or Leisure Education?	Number in Sample	Percent	Population Estimate
Yes	236	27.667	475,544
No	617	72.333	1,243,268
Total	853	100.00	1,718,812

TABLE XVI B

Summary of Adults Interested in Skill Training

and/or Leisure Time Education[1]

Interested in Skill Training or Leisure Education?	Number in Sample	Percent	Population Estimate
Yes	236	21.811	374,890
No	846	78.189	1,343,921
Total	1,082	100.00	1,718,812

[1]These figures are based on the assumption that all adults not responding to the telephone interview did not want any type of additional training or education.

Measures of Association Between Selected Variables

The following two way tables provide comparisons of two variables of interest. Table headings will describe which variables are being compared. A measure of the degree of association between the two variables is computed and compared to the Chi-square distribution with the appropriate degrees of freedom. The null hypothesis being tested in each table is that the two variables are independent. The alternative hypothesis is that the two variables are not independent.

Symbols to indicate the degree of significance between two variables are defined as:

NS	Not significant at the .10 level
*	Significant at the .10 level
**	Significant at the .05 level
***	Significant at the .01 level

The symbol p denotes the probability of observing a larger value of Chi-square.

The two variables, interest in skill training and an adults age, exhibit a definite relationship. The proportion of adults interested in skill training decreases as age increases. By computing row percentages based on row totals, we see that thirty percent of adults 18-19 years old are interested in skill training, twenty percent of adults 20-39 years old are interested in skill training, eight percent of adults 40-50 are interested in skill training and one percent of adults 60 and older are interested in skill training.

TABLE XVII

Interest in Skill Training by Age

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

Age	Interested in Skill Training? Yes	No	Total
18-19	6 (30%) 2.97	20 (70%) 23.03	26
20-39	70 (20%) 46.12	334 (80%) 357.88	404
40-59	17 (8%) 25.23	204 (92%) 195.77	221
60 and older	3 (1%) 21.69	187 (99%) 168.31	190
Total	96	745	841

$X^2(3)=38.659***$ w/df=3, p .000

A relationship also exists between the age of adults and their interest in leisure time education. The proportion of adults interested in leisure time education decreases as age increases, but the difference between age groups isn't as pronounced as it was in the previous table. This is evident by computing row percentages based on row totals. We see that thirty-five percent of adults 18-19 years old are interested in leisure time education, twenty-eight percent of adults 20-39 years old are interested in leisure time education, twenty-one percent of adults 40-59 years old are interested in leisure time education and eleven percent of adults 60 and older are interested in leisure time education.

TABLE XVIII

Interest in Leisure Time Education by Age

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

Age	Interested in Leisure Time Education? Yes	No	Total
18-19	9 (35%) 5.81	17 (65%) 20.19	26
20-39	112 (28%) 90.31	292 (72%) 313.69	404
40-59	47 (21%) 49.4	174 (79%) 171.6	221
60 and Over	20 (11%) 42.47	170 (89%) 147.53	190
Total	188	653	841

$\chi^2(3)=24.43^{***}$ w/df=3, p .0001

A significant relationship exists between an adult's interest in skill training and his/her sex. This is caused by a larger proportion of females expressing an interest in skill training. Fourteen percent of female respondents were interested in skill training whereas only eight percent of male respondents were interested.

This same relationship exists between an adult's interest in leisure time education and his/her sex. Twenty-six percent of female respondents were interested in leisure time education and eighteen percent of male respondents were interested.

TABLE XIX

Interest in Skill Training by Sex

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

	Interested in Skill Training?		
	Yes	No	Total
Male	31 (3%) 43.89	355 (92%) 342.11	386
Female	66 (14%) 53.11	401 (86%) 413.89	467
Total	97	756	853

$X^2(1)=7.213$*** w/df=1, p=.0072

TABLE XX

Interest in Leisure Time Education by Sex

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

	Interested in Leisure Time Education?		
	Yes	No	Total
Male	69 (18%) 86.88	317 (82%) 299.12	386
Female	123 (26%) 105.12	344 (74%) 361.88	467
Total	192	661	853

$X^2(1)=8.199***$ x/df=1, p=.0042

There is no relationship between an adults interest in skill training and the amount of time spent working. Equal proportions of adults working full-time and adults working part-time are interested in skill training.

A relationship does exist between an adult's interest in leisure time education and the amount of time spent working. The Chi-square test indicates a significant difference between the proportion of adults working part-time that are interested in leisure time education and the proportion of adults working full-time that are interested in leisure time education. To compute the proportions, we divide each row entry by the respective row total. We see that .38, or thirty-eight percent, of adults working part-time are interested in leisure time education and .25, or twenty-five percent, of adults working full-time are interested in leisure time education.

TABLE XXI

Interest in Skill Training by Working (Full-time and Part-time)

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

	Interested in Skill Training?		
	Yes	No	Total
Full-Time	53 (14%) 54.0	333 (86%) 332.0	386
Part-Time	8 (16%) 7.0	42 (84%) 43.0	50
Total	61	375	436

$X^2(1)=.0478^{ns}$ w/df=1, p=.8269

TABLE XXII

Interest in Leisure Time Education by Working (Full-time and Part-time)

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

	Interested in Leisure Time Education?		
	Yes	No	Total
Full-Time	97 (25%) 102.7	289 (75%) 283.3	386
Part-Time	19 (38%) 13.3	31 (62%) 36.7	50
Total	116	320	436

$X^2(1)=3.125$* w/df=1, p=.0771

A relationship exists between the status of adults not working and not looking for work and their interest in skill training. Adults that are going to school or currently housewives are more interested in skill training than adults that are retired or disabled. Eleven percent of all adults respondents that were classified as going to school or as a housewife were interested in skill training, whereas only two percent of all adult respondents that were classified as retired or disabled were interested in skill training.

TABLE XXIII

Interest in Skill Training by Status of Adults

Not Working and Not Looking for Work

	Interested in Skill Training?		
	Yes	No	Total
School	3	43	46
Retired	1	124	125
Classification Housewife	22	150	172
Disabled	2	25	27
Total	28	324	370

In order to obtain a valid approximation, it was necessary to reduce the four categories into two categories. It was decided to combine responses for those adults going to school with the responses for housewives and to combine the responses of retired and disabled adults.

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

Classification	Interested in Skill Training? Yes	No	Total
School, Housewives	25 (11%) 16.5	193 (89%) 201.5	218
Retired, Disabled	3 (2%) 11.5	149 (98%) 140.5	152
Total	28	342	370

$X^2(1)=10.223$*** w/df=1, p=.0014

A relationship also exists between the status of adults not working and not looking for work and their interest in leisure time education. Adults that are housewives or going to school are more interested in leisure time education than adults that are retired or disabled. This is evident by comparing the percentage of adults that are interested in leisure time education within each classification. Twenty-six percent of adults going to school are interested, twenty-seven percent of adults that are housewives are interested, ten percent of retired adults are interested and eleven percent of disabled adults are interested.

TABLE XXIV

Interest in Leisure Time Education by Status of Adults

Not Working and Not Looking for Work

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

Classification	Interested in Leisure Time Education? Yes	No	Total
School	12 (26%) 9.2	34 (74%) 36.8	46
Retired	13 (10%) 25	112 (90%) 100	125
Housewife	46 (27%) 34.4	126 (73%) 137.6	172
Disabled	3 (11%) 5.4	24 (89%) 21.6	27
Total	74	296	370

$X^2(3)=14.49$*** w/df=3, p=.0023

A relationship exists between interest in skill training and the number of years an adult has gone to school. This is caused by larger proportions of adults in the middle categories expressing an interest in skill training. Thirteen percent of adults with 9-12 years of education and thirteen percent of adults with 13-16 years of education expressed an interest in skill training. For the other two categories, four percent of adults with 8 years or less of education and seven percent of adults with 17 years or more of education expressed an interest in skill training.

TABLE XXV

Interest in Skill Training by Years of Education

Cell Description

Observed Number / Expected Number (Percentage of Row Total)

		Interested in Skill Training? Yes	No	Total
Years of Education	8 or less	3 (4%) 9.23	77 (96%) 70.77	80
	9-12	51 (13%) 44.98	339 (87%) 345.02	390
	13-16	38 (13%) 35.06	266 (87%) 268.94	304
	17 or more	5 (7%) 7.73	62 (93%) 59.27	67
	Total	97	744	841

$X^2(3)=7.03$* w/df=3, p=.0709

The data in Table XXVI reveals an interesting trend in the proportion of adults within each category that are interested in leisure time education. The greater the number of years of education, the larger the proportion of adults within that category that are interested in leisure time education. Fifteen percent of adults with 8 years of education or less, eighteen percent of adults with 9-12 years of education, twenty-nine percent of adults with 13-16 years of education and thirty percent of adults with seventeen years of education or more were interested in leisure time education. This information, combined with the very significant Chi-square value, allows us to reject the null hypothesis and conclude that interest in leisure time education is related to the number of years an adult has gone to school.

TABLE XXVI

Interest in Leisure Time Education by Years of Education

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

	Interested in Leisure Time Education?		
	Yes	No	Total
8 or less	12 (15%)	68 (85%)	80
9-12	71 (18%) 89.04	319 (82%) 300.96	390
13-16	89 (29%) 69.4	214 (71%) 234.6	304
17 or more	20 (30%) 15.3	47 (70%) 51.7	67
Total	192	649	841

$X^2(3)=16.56^{***}$ w/df=3, p=.00087

The Chi-square test revealed no significant differences between the proportions of adults within each classification that are interested in skill training. Therefore, there is no significant relationship between an adult's interest in skill training and the size of town that an adult lives in or closest to.

TABLE XXVII

Interest in Skill Training by Townsize

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

Townsize	Interested in Skill Training? Yes	No	Total
Less than 2,500	23 (13%) 20.82	155 (87%) 157.18	178
2,500-9,999	22 (17%) 15.32	109 (83%) 115.68	131
10,000-49,999	21 (11%) 22.69	173 (89%) 171.31	194
More than 50,000	25 (9%) 32.17	250 (91%) 242.83	275
Total	91	687	778

$X^2(3)=5.51^{ns}$ w/df=3, p=.138

There is also no significant relationship between the size of town an adult lives in or closest to and the interest expressed in leisure time education. The probability that these two variables are related is less than thirty percent.

TABLE XXVIII

Interest in Leisure Time Education by Townsize

Cell Description

Observed Number (Percentage of Row Total)

Expected Number

Townsize	Interested in Leisure Time Education? Yes	No	Total
Less than 2,500	43 (24%) 41.43	135 (76%) 136.57	178
2,500-9,999	35 (27%) 30.72	97 (73%) 101.28	132
10,000-49,999	43 (22%) 45.38	152 (78%) 149.62	195
More than 50,000	61 (22%) 64.47	216 (78%) 212.53	277
Total	182	600	782

$X^2(3)=1.261^{ns}$ w/df=3, p=.7384

Summary and Conclusions

A summary of the data is:

1) The age distribution of adult respondents is close to the age distribution of all adults in Oklahoma.
2) The proportion of males and females in the sample is not significantly different from the proportion of males and females in Oklahoma.
3) Adults working at a wide variety of jobs were included in the sample. Professional, technical and kindred workers were slightly over represented, whereas adults in the category operatives-except transportation were under represented.
4) Adults that have completed thirteen or more years of education are over represented in the sample.
5) Eleven percent of the respondents were interested in skill training.
6) Adults were interested in training for a wide variety of jobs. The largest demand was for secretarial training, with nurse training (level not specified) being the second largest category.
7) The major reason adults were interested in skill training was to prepare for a first job.
8) Thirty-five adults were looking for another job or looking for work. Eighteen of these adults, or fifty-one percent, were interested in skill training.
9) The two most convenient times adults are available for training is on a weekday in the morning or evening.
10) The major barrier that limits participation in a training program is the lack of child care facilities at training institutions.
11) Twenty-three percent of the respondents were interested in leisure time education.
12) Most adults were interested in leisure time education so they could make better use of their leisure time.
13) The largest type of leisure time education adults were interested in was for arts and crafts.
14) Twenty-eight percent of the respondents were interested in skill training and/or leisure time education.
15) The proportion of adults interested in skill training or leisure time education decreases as age increases.
16) A larger proportion of females were interested in skill training than males.
17) A larger proportion of females were interested in leisure time education than males.
18) There is no association between interest in skill training and the amount of time spent working (i.e., full-time or part-time).
19) A larger proportion of adults working part-time are interested in leisure time education.
20) Adults that are going to school or housewives are more interested in leisure time education and skill training.
21) Adults with 9-16 years of school are more interested in skill training.
22) The proportion of adults interested in leisure time education increases as the number of years of education increases.
23) Interest in skill training is not associated with the size of town an adult lives in.
24) Interest in leisure time education is not associated with the size of town an adult lives in.

Conclusions

That the female adult wants more vocational training than the male. The female wants training in the traditional female type occupations (secretary, nurses) rather than wanting to move to the less traditional female occupations.

There are 475,544 adults in Oklahoma that want vocational training of some type. 195,463 adults want skill training. The State Department of Vocational and Technical Education report training 52,723 (FY 1976). There are tremendous opportunities in adult education.

APPENDIX A

INSTRUCTION FOR SELECTING PHONE NUMBERS

1. Check the number of white pages in the phone book for the town which you are working with. If there are very many pages, note the first and last page numbers. This will determine the range of valid random numbers.

   If there are just a few white pages, count them. This will determine how many digits to use in the random number table - i.e. number of digits is equal to number of digits in total number of white pages.

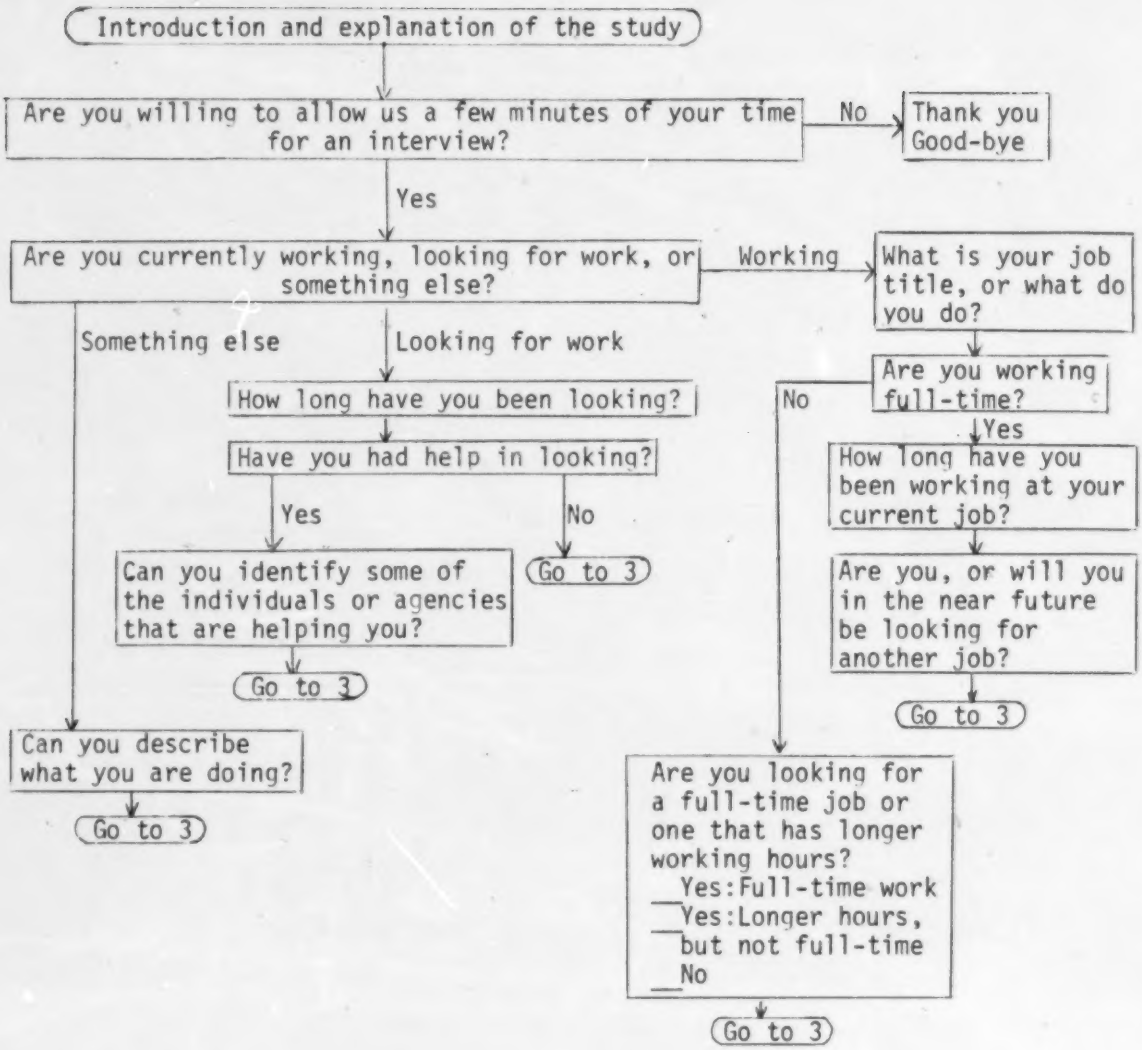
2. Determine the number of columns and use one of the following tables after selection of a random number.

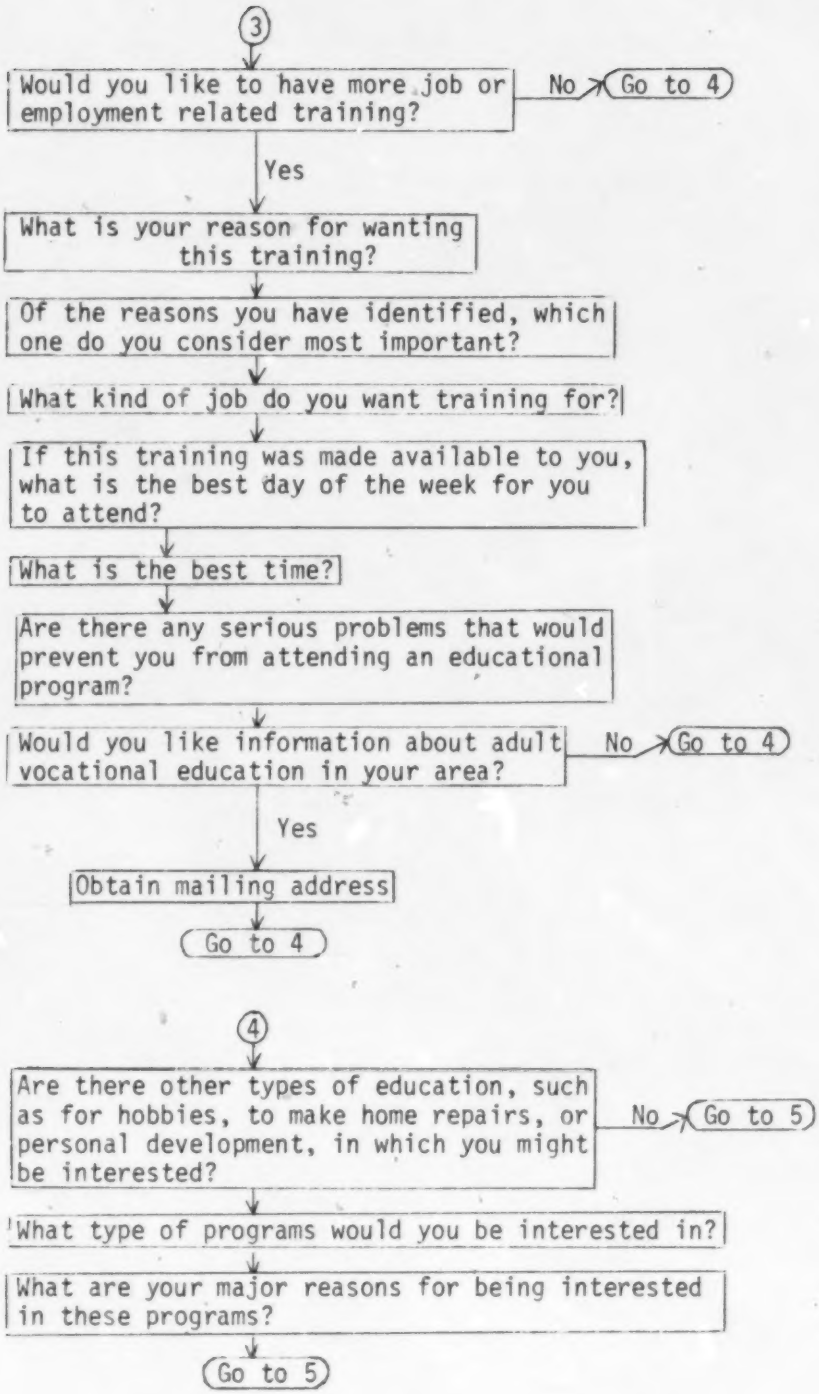
Table A	Table B	Table C
2 Columns	3 Columns	4 Columns
1,6=1	1,4,7=1	1,5=1
2,7=2	2,5,8=2	2,6=2
3,8=3	3,6,9=3	3,7=3
4,9=4		4,8=4
5,0=5	0 is invalid	9,0 are invalid

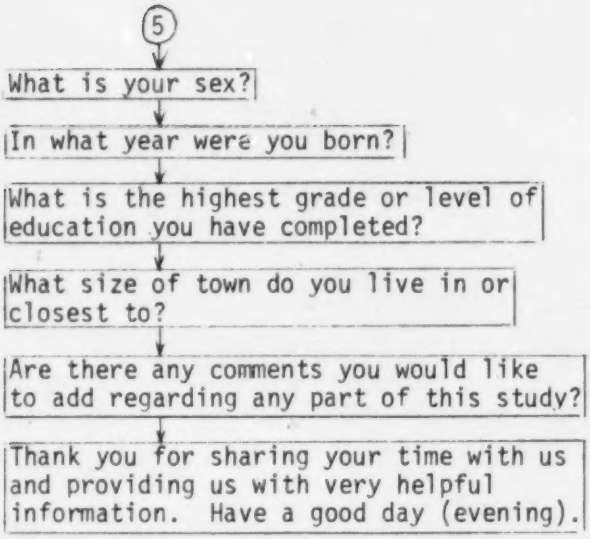
3. Estimate the maximum number of telephone numbers that could occur in a column. This will determine how many digits to use in the random table to determine the position in the column.

4. We are now ready to select the required amount of telephone numbers. From a random starting point or the point where preceeding selections finished, select a valid page number (from step 1), the next applicable single digit determines the column to use (make use of tables in step 2), the next valid number (determined by step 3) determines the position in the column. If a telephone number determined in this manner is a business, repeat this step.

APPENDIX B


Introduction and explanation of the study
Are you willing to allow us a few minutes of your time for an interview?
No
Thank you Good-bye
Yes
Are you currently working, looking for work, or something else?
Working
What is your job title, or what do you do?
Something else
Looking for work
How long have you been looking?
Have you had help in looking?
Yes
No
Go to 3
Can you identify some of the individuals or agencies that are helping you?
Go to 3
Can you describe what you are doing?
Go to 3
No
Are you working full-time?
Yes
How long have you been working at your current job?
Are you, or will you in the near future be looking for another job?
Go to 3
Are you looking for a full-time job or one that has longer working hours?
__Yes:Full-time work
__Yes:Longer hours, but not full-time
__No
Go to 3


3
Would you like to have more job or employment related training?
No
Go to 4
Yes
What is your reason for wanting this training?
Of the reasons you have identified, which one do you consider most important?
What kind of job do you want training for?
If this training was made available to you, what is the best day of the week for you to attend?
What is the best time?
Are there any serious problems that would prevent you from attending an educational program?
Would you like information about adult vocational education in your area?
No
Go to 4
Yes
Obtain mailing address
Go to 4
4
Are there other types of education, such as for hobbies, to make home repairs, or personal development, in which you might be interested?
No
Go to 5
What type of programs would you be interested in?
What are your major reasons for being interested in these programs?
Go to 5


5
What is your sex?
In what year were you born?
What is the highest grade or level of education you have completed?
What size of town do you live in or closest to?
Are there any comments you would like to add regarding any part of this study?
Thank you for sharing your time with us and providing us with very helpful information. Have a good day (evening).

Survey # 1-4

1. Will respond Yes___ No___ 5
(1) (2)

2. WORKING Full___ Part___ 6
(2) (2)

Job Title_____ 7-10

How Long_____ 11-12

Another Job Yes___ No___ 13
(1) (2)

Looking Yes___ No___ Yes___ 14
(1) (2) (3)

How Long_____ 15-16
Months

Who Helped:

Employment Office___1
CETA___2
Relative___3 17
Former Employer___4
_____Other___5

Something Else:

School___1
Retired___2
Housewife___3 18
Disabled___4
_____Other___5

3. Want Training Yes___ No___ 19
(1) (2)

*Reason(s) 1st Job___1 20
Unrelated___2 21
Re-Enter___3 22
Promotion___4 23
Keep Job___5 24
Certification___6 25
_____Other___7 26

Most Important___ 27

*Kind of Job_____ 28-30

_____ 31-33

_____ 34-36

_____ 37-39

Most Important___ 40-42

Best Day: Weekdays___1
Weekends___2 43
Both___3

Best Time: Morning___1
Afternoon___2 44
Evening___3

*Problems_____ ___ 45-46

_____ ___ 47-48

_____ ___ 49-50

_____ ___ 51-52

Worst Problem_____ ___ 53-54

Wants Information

_____

_____

_____

4. WANT OTHER EDUCATION Yes___ No___ 55
(1) (2)

What type? Basic Skills___1 56
Arts and Crafts___2 57
Music___3 58
Recreation___4 59
Home Skills___5 60
Liberal___6 61
Technical___7 62
_____Other___8 63

Most Important___ 64

Reason: Leisure___1
Do It Yourself___2 65
Self-Improvement___3
_____Other___4

5. Sex: Male___ Female___ 66 66
(1) (2)

Year Born___ 67-70

Years of Education_____ ___ 71-72

Size of Town: -2500___1
+2500___2 73
+10000___3
+50000___4

Comments_____

_____

_____

_____

APPENDIX C

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

July 11, 1977

MEMORANDUM

TO: Survey Participants

FROM: Francis Tuttle, State Director

SUBJECT: Information on Vocational-Technical Education

We are pleased to be able to send you this information concerning vocational-technical education which you requested. Thank you for your cooperation in our survey of adults in Oklahoma, and also for your interest. If you have any specific questions, please do not hesitate to contact J. B. Morton, Research Division, in our offices.

OKLAHOMA VO-TECH FACT SHEET

PURPOSE of Vocational and Technical Education:

1. To provide training to those who wish to learn a skill in order to obtain employment.

2. To provide training to increase the proficiency of those already employed.

HOW is Vocational and Technical Education Administered:

The 13-member State Board of Vocational and Technical Education determines the policy which is administered by the State Department of Vocational and Technical Education located in Stillwater, Oklahoma. The State Department consists of 18 divisions and administrative units. These divisions are responsible for coordinating the many programs which are conducted throughout Oklahoma. Each division is specialized to develop and coordinate the particular programs for which it is responsible.

WHERE are Vocational and Technical Education Classes Conducted:

1. Vocational and Technical Education classes are conducted in 435 high schools in Oklahoma. This instruction is enhanced by the following student organizations:

DECA	Distributive Education Clubs of America
FBLA	Future Business Leaders of America
FFA	Future Farmers of America
FHA	Future Homemakers of America
OHOSA	Oklahoma Health Occupations Student Association
VICA	Vocational Industrial Clubs of America

2. Vocational and Technical Education classes are conducted by 21 Area Vo-Tech Schools at 31 sites which are within commuting distance of most Oklahomans. The schools are located at the following cities:

. Afton	. Duncan	. McAlester	. Pryor	. Tulsa (2 Sites)
. Alva	. El Reno	. Midwest City	. Sallisaw	. Wayne
. Ardmore	. Enid	. Moore-Norman	. Sapulpa	
. Bartlesville	. Fairview	. Muskogee	. Shawnee	
. Burns Flat	. Ft. Cobb	. Oklahoma City	. Stillwater	
. Chickasha	. Hugo	. Ponca City	. Stilwell	
. Drumright	. Lawton	. Poteau	. Talihina	

3. In addition to the area schools listed above, there are 4 skills centers conducting training. These are:

Hodgens (Inmate Training) Oklahoma City Tahlequah
Lexington (Inmate Training)

2,392 teachers are engaged in teaching Vocational and Technical Education in Oklahoma.

175,588 Oklahomans annually enroll in some phase of Vocational and Technical Education.

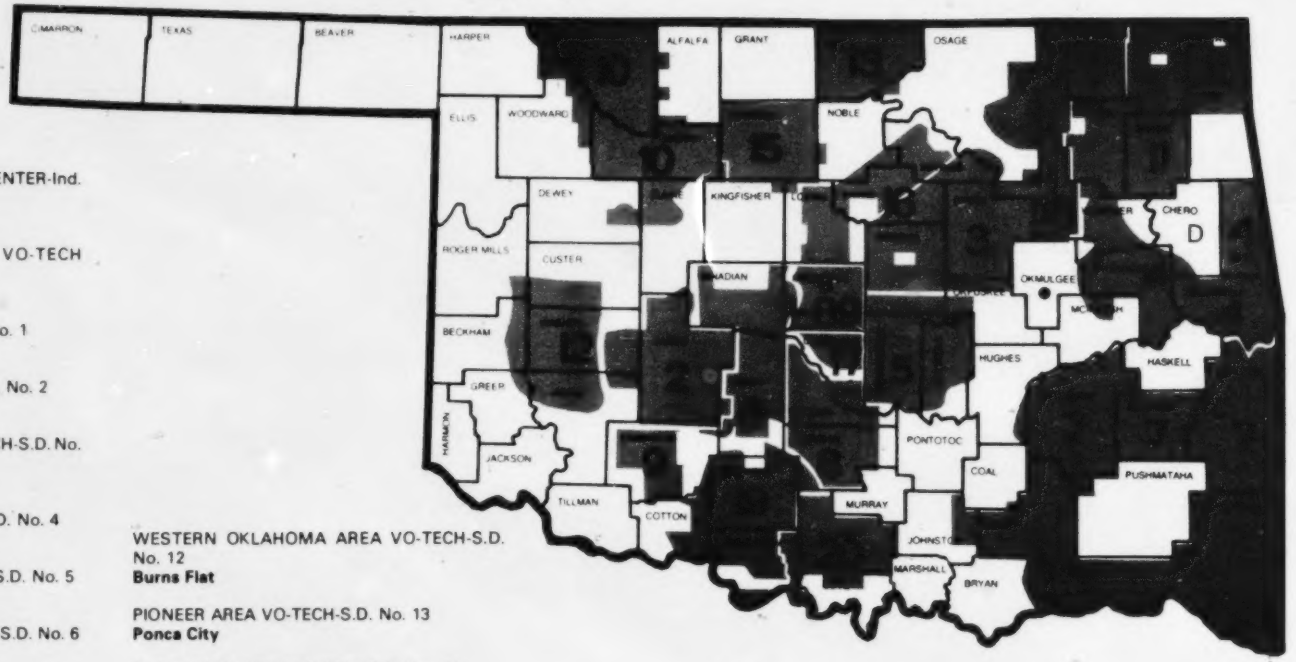
82,154 adults are learning new skills or upgrading their present employment position.

Vo-Tech is Number 1 in training for skills.

Oklahoma State Department of Vocational & Technical Education
1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Oklahoma Area Vocational-Technical Schools And Manpower Skills Centers

July 1, 1977



SCHOOLS IN OPERATION

FOSTER ESTES AREA VO-TECH CENTER-Ind. S.D. No. I-89
Oklahoma City

MIDWEST CITY-DEL CITY AREA VO-TECH CENTER-S.D. No. I-52
Midwest City

TRI-COUNTY AREA VO-TECH-S.D. No. 1
Bartlesville

CADDO-KIOWA AREA VO-TECH-S.D. No. 2
Ft. Cobb

CENTRAL OKLAHOMA AREA VO-TECH-S.D. No. 3
Drumright and Sapulpa

INDIAN CAPITAL AREA VO-TECH-S.D. No. 4
Muskogee, Stilwell and Sallisaw

GORDON COOPER AREA VO-TECH-S.D. No. 5
Shawnee

CANADIAN VALLEY AREA VO-TECH-S.D. No. 6
El Reno and Chickasha

KIAMICHI AREA VO-TECH-S.D. No. 7 (Wilburton Adm. Offices)
Poteau, Hugo, and McAlester

MID-AMERICA AREA VO-TECH-S.D. No. 8
Wayne

GREAT PLAINS AREA VO-TECH-S.D. No. 9
Lawton

OKLAHOMA NORTHWEST AREA VO-TECH-S.D. No. 10
Alva and Fairview

NORTHEAST OKLAHOMA AREA VO-TECH-S.D. No. 11
Afton and Pryor

WESTERN OKLAHOMA AREA VO-TECH-S.D. No. 12
Burns Flat

PIONEER AREA VO-TECH-S.D. No. 13
Ponca City

O. T. AUTRY AREA VO-TECH-S.D. No. 15
Enid

INDIAN MERIDIAN AREA VO-TECH-S.D. No. 16
Stillwater

MOORE-NORMAN AREA VO-TECH-S.D. No. 17
Norman

TULSA COUNTY AREA VO-TECH-S.D. No. 18
Tulsa - Peoria and Memorial Sites

RED RIVER AREA VO-TECH-S.D. No. 19
Duncan

SOUTHERN OKLAHOMA AREA VO-TECH-S.D. No. 20
Ardmore

NEW AREA SCHOOL SITE APPROVED

KIAMICHI - **McCurtain County**
Atoka County and parts of Coal and Johnston counties

● **Oklahoma State Tech, Okmulgee (State Residential School)**

SKILLS CENTERS

A. Lexington Inmate Training Center
Lexington

B. Oklahoma City Skills Center
Oklahoma City

C. Ouachita Inmate Training Center
Hodgens

D. W. P "Bill" Willis Skills Center
Tahlequah